

Excellence in Public Buildings Committee

DSA Advisory Board Minutes of Meeting Friday, November 5, 2004

DSA Los Angeles Regional Office
311 South Spring Street, Suite 1301
Los Angeles, California

Committee Members Present

Charles Higuera*, Chair
JoAnn Koplin*, Vice Chair
Lowell Shields*

Committee Members Absent

Rogério Carneiro
Kerry Clegg*
Kurt Cooknick
Bob Dyson*
Ken Francis
Stephanie Gonos*
Gary McGavin

DSA Staff Present

Richard Conrad, Acting State Architect
Jack Bruce
Mary Ann Aguayo
John Vester

Others Present

Mark DeMan, LAUSD
Kathi Littmann, HNTB Architecture
Ted K. Osborn, Osborn Architects

*DSA Advisory Board member

1 **Call to Order**

2

3 Committee Chair Charles Higuera called the meeting to order at 10:10 a.m. and
4 participants took turns introducing themselves. Mr. Higuera welcomed the newcomers to
5 the meeting.

6

7 **Public Comment/Agenda Overview**

8

9 Some participants indicated they needed to leave shortly after noon. Mr. Higuera said he
10 would keep that in mind.

11

12 **Purpose of Meeting/DSA Advisory Board Overview**

13

14 Mr. Higuera noted that when the Advisory Board was reconstituted in 2001, the
15 membership was broadened to represent more of DSA's stakeholder groups.

16 Mr. Lowell Shields stated the Board currently consists of 19 members.

17

18 Mr. Higuera said the purpose of the DSA Advisory Board is to advise and make
19 recommendations to the State Architect on a range of key policy issues. He noted the
20 Excellence in Public Buildings Committee was established to look at ways to advocate
21 excellence in school design and construction. He noted that before the hiatus caused by
22 the state budget crisis, the committee focused on developing a best practices resource
23 guide for DSA's customers. It was recently decided that the initial target audience for the
24 resource guide would be those in decision making roles. Mr. Higuera said the group also
25 discussed that excellence means different things to different constituent groups.

26

1 Mr. Higuera invited Ms. JoAnn Koplin to update the group on the process of developing
2 the resource guide and the direction the committee plans to take. Ms. Koplin said the
3 committee began by reviewing the DGS Excellence in Public Buildings (EIPB) program,
4 and drew attention to the guidelines provided in the meeting packet. She noted the EIPB
5 program focuses on program planning, excellence goals, and evaluating performance of
6 buildings. Ms. Koplin stated that the intent was to mirror this kind of guidance, but with
7 specific emphasis on schools to create a resource document for school districts that will
8 guide them to excellence in their projects.

9
10 Ms. Koplin reported that defining the concept of excellence has been difficult. After
11 meeting with design professionals and staff, an outline was developed for a resource
12 manual entitled "Excellence in School Buildings" to provide a handy guide for users to jump
13 in at any point in the process and find ways to incorporate excellence. Ms. Koplin noted the
14 committee originally considered a pamphlet or flow chart, but the complexity of the process
15 and steps involved require a much more comprehensive document. She added that the
16 degree of detail needs to be balanced against the need to explain the process to novice
17 school district officials to prevent errors, time delays, or additional costs.

18
19 Ms. Koplin said it appears the best way to present the resource material would be as a
20 Web-based document that DSA could post on its Web site with links to guide users so the
21 information can be used to meet their specific needs. The committee realized this could be
22 overwhelming, so the outline was reviewed and prioritized items were "asterisked" to
23 identify the sections that should be developed first.

24
25 Ms. Koplin reported that another problem the committee encountered was the need to
26 clearly identify target audiences and determine the level of complexity needed for each type
27 of user. She noted that DSA already has a number of publications and reports that already
28 exist, and hyperlinks to those documents could be provided rather than creating new
29 materials in these areas.

30
31 Ms. Koplin invited participants to review the proposed outline, suggest additions or
32 changes, and make comments.

33
34 Mr. Higuera stated that the outline has nine major topic areas and about 70 sub-areas,
35 which represents a considerable amount of material to be developed. He noted that the
36 committee felt the best way to have an impact would be to target the highest decision-
37 making levels, superintendents and board members, and appeal to them first. For this
38 reason, he said the initial document should be digestible and provide enough information so
39 users can familiarize themselves with the issues and serve as good arbiters or directors of
40 design excellence.

41
42 Mr. Higuera suggested tackling school business officials and facility directors next, and
43 then planners and front-line staff. He noted it might be best to offer the information in
44 smaller morsels, reflecting the level of interest each group has in the topic areas.

45
46 Mr. Higuera proposed that an executive summary or introduction be developed for board
47 members and superintendents to provide an orientation and then refer them to other
48 sources for additional information.

49
50 Mr. Shields noted the committee previously talked about approaching key decision-makers
51 in school districts to rally their support and buy-in to incorporate excellence into their school
52 district policies. He added the purpose is to provide best practices information, not

1 instruction, on how to roll out a school project or deal with construction claims. He
2 recommended defining excellence, describing what others have done, and providing tools
3 for implementation.

4
5 Ms. Kathi Littmann stated that what a school board needs to develop policy is radically
6 different than what a school district needs to implement policy. She expressed her opinion
7 that the outline was a great tool for implementing policy, but she cautioned that most school
8 board members do not understand the difference between setting policy and managing a
9 district. She stated school board members can waste hours implementing detailed policies
10 about issues, but the same district may have no policy on matters such as sustainable
11 design. Ms. Littmann noted there are many aspects of the outline that will excite school
12 officials such as daylighting, acoustics, and funding options, but they also need tools to
13 help them make policy. She observed that board members tend to gravitate toward “fun”
14 issues,” but hesitate to take on “heavy” ones such as contractual relationships with
15 consultants. Ms. Littmann said that if the purpose of the resource guide is to get a school
16 board to make a policy, a much simpler document could be developed.

17
18 Mr. Shields said the committee envisioned a two-part process: policy setting tools for the
19 school board, and implementation suggestions for school district officials.

20
21 Ms. Littmann noted it may be better to put implementation details in a separate document.
22 She said curriculum standards in the state are identified in two categories: minimum
23 essential learning and desirable learning, and suggested taking a similar prioritized
24 approach for the resource guide. Ms. Koplin responded that the project is heading in that
25 direction.

26
27 Ms. Koplin pointed out that school board members need to know what to request, so
28 articulating critical questions at each step is important. She proposed looking at what
29 school boards need to know to provide policy and leadership, then define that information
30 and determine how to provide it, and what questions should be asked at each point in the
31 process.

32
33 Mr. Higuera said he planned to meet with Mr. Kerry Clegg and representatives from the
34 California School Boards Association (CSBA) to find out what type of information school
35 board members need.

36
37 Mr. Shields noted DSA needs to define its own role in the excellence process. He
38 recommended assuring school boards that the excellence best practices is not mandated,
39 but encourages voluntary adoption, and illustrate benefits.

40
41 Ms. Koplin said DSA’s strategic plan talks about DSA’s role in terms of “leadership in
42 ensuring excellence in public schools and facilities through innovation and collaborative
43 partnering, key goals such as consistency through standards, training, adequate resources,
44 performance measurements, communication, and recognition.”

45
46 She noted the goal of the committee is to assist DSA in defining what this means and how
47 DSA can assist the school districts as they work toward excellence. Ms. Koplin expressed
48 her opinion that the best way to approach this monumental task would be to begin with an
49 outline, define excellence, identify target audiences, and determine the information to be
50 provided in each category. After that, information can be added to provide more detail.

51
52 Mr. Shields emphasized the need to impress school boards why they should strive for

1 excellence and what the financial payoff will be. Ms. Koplin said another important issue is
2 helping school boards support excellence through DSA training programs for facility
3 managers and recognizing examples of excellence. Participants commented that DSA
4 should be presented as a supportive ally.

5
6 Ms. Littmann pointed out that DSA is actually the permitting agency and districts are well
7 aware of that authority. Ms. Koplin said DSA's strategic management plan talks about
8 shifting from being responsive to problems to being proactive in solving potential problems
9 and taking leadership in preventing problems. Mr. Shields added that DSA is expanding its
10 role extending beyond schools to statewide public building policy and code enforcement.

11
12 Participants agreed it would be helpful to provide a clear definition of excellence. Mr.
13 Higuera noted the eight EIPB goals adequately explain the key concepts of excellence,
14 and proposed using those as a basis for the definition. Mr. Richard Conrad clarified that
15 DSA has no authority to require these items so the program needs to be presented as
16 voluntary.

17
18 Ms. Littmann noted that school districts are using public funds for school construction, so
19 using those funds prudently by making efficient and cost-effective decisions is a way of
20 honoring the trust of public funds. She said superintendents and board members typically
21 serve for fairly short time periods, but many staff members work at the same school district
22 for years. She emphasized the importance of reaching the staff that implement the
23 program if it is to become long term. Ms. Littmann observed if excellence is defined in
24 terms of efficiency and honoring the trust of public funds, then best practices can be
25 selected to achieve that.

26
27 Mr. Shields pointed out the overall intention is to improve education for California's school
28 children so the key factor in decision making should be what is best for the students. Ms.
29 Littmann agreed, but noted that the focus on lowest cost is often the deterrent. She
30 advocated recognizing that reality and finding ways to demonstrate the cost-effectiveness
31 and long-term benefits of design excellence.

32
33 Ms. Littmann urged the committee to tackle at least a small piece of the resource guide as
34 soon as possible to get the project underway. She suggested identifying five or ten
35 elements that will immediately convey the message that DSA is credible, thorough, and
36 helpful.

37
38 Ms. Aguayo recommended obtaining feedback from school boards regarding the kinds of
39 information they would find most helpful. Ms. Aguayo suggested that the staff develop a
40 mock-up of the Web page for the next meeting.

41
42 Ms. Koplin noted the asterisks on the list indicate topics the committee previously identified
43 as critical. Ms. Littmann recommended using task forces with specific agendas and time
44 frames to develop short issue papers on several subjects.

45
46 Participants talked about the process of how issue papers would be written and edited. Ms.
47 Koplin noted an author was assigned to each topic before the committee went on hiatus
48 last year, but only a few issue papers have been submitted. Mr. Higuera proposed
49 assigning guest editors who can help with vetting the materials for each topic.

50
51 Ms. Littmann recommended seeking sponsorship from educational and design
52 organizations, noting DSA should not have to bear all the costs and provide all the

1 resources.

2
3 Mr. Shields proposed starting with the preface and definition of excellence. Ms. Koplin
4 suggested developing a bulleted list of features that define architectural excellence in
5 school buildings, such as supporting curriculum intent, community needs, and master
6 planning. Mr. Shields recommended having someone write a 5-page paper on architectural
7 excellence as a starting point.

8
9 Ms. Aguayo brought up the possibility of hiring a consultant or facilitator to draft issue
10 papers.

11
12 Participants discussed the notion that the built environment has an impact on the learning
13 experience. Ms. Littmann recommended helping school boards become more aware of
14 how the built environment affects student achievement and performance. Mr. Higuera
15 discussed the importance of the recent *Williams* decision and its implications regarding
16 school maintenance and stewardship. Ms. Littmann expressed her opinion that school
17 districts cannot afford not to incorporate excellence. She said DSA needs to correct
18 common misconceptions and explain how excellence is actually the most effective use of
19 public funds and saves money in the long run.

20
21 Ms. Littmann stated that it is possible to calculate with great certainty the most cost-
22 effective amount of floor space needed for law offices, corporate office space, and certain
23 businesses, but similar statistics have not been defined for schools.

24
25 Mr. Higuera observed that most people understand the need to maintain cars and
26 equipment, but there is a whole different attitude about maintaining buildings. Ms. Littmann
27 suggested translating benefits in ways that appeal to immediate self-interests. She noted
28 this is the reason the first few articles need to be credible, thorough, and helpful in showing
29 cost return. She added that once interest in the program builds, the momentum will
30 increase and additional details can be provided.

31
32 Mr. John Vester pointed out the asterisks in front of the "Introduction" to each section. He
33 said the original intent was to find someone to serve as an overseer of each section and
34 write an introduction. The introduction would provide guidance to the people writing the
35 articles in each category.

36
37 Mr. Ted Osborn volunteered to draft a concise document on architectural excellence as a
38 starting point. Mr. Shields suggested using the EIPB goals to group the topics around the
39 outline.

40
41 Ms. Littmann recommended thinking in terms of what usable items can be placed on the
42 Web by mid-January.

43
44 Mr. Osborn commented that he was struck by the wealth of materials available on the DSA
45 Web site, but suggested that DSA provide more help for users in terms of navigating the
46 site. Mr. Shields recommended asking Ms. Aguayo to work on Web site improvements.

47
48 Mr. Higuera proposed selecting five or six sections to address and define their target
49 audiences. Ms. Koplin suggested thinking about headings for the Web site and how
50 materials would fit there. For example, she noted, the *Excellence in Public Buildings* guide
51 should be posted along with a link to school programs. She pointed out that identifying
52 Web site categories might be a good starting point for posting documents as they become

1 available.

2
3 Ms. Littmann emphasized the importance of setting a specific timeframe for each task. She
4 noted tasks include organizing the Web site, assigning responsibilities, and then building a
5 skeleton for the content, with a prioritized approach to filling in the information. She urged
6 the committee to set a specific date by which materials should be ready for posting on the
7 Web site and working backwards from there.

8
9 After some discussion, participants agreed that the CASH conference in February would be
10 an appropriate goal for publishing helpful information on critical aspects of the *Williams*
11 case. Committee members recommended contacting Ms. Laurie Morgan, OPSC, for her
12 assistance with *Williams* issues.

13
14 Ms. Aguayo said she and Mr. Shields talked earlier about completing the entire project in
15 time for the CSBA annual conference in December, 2005. Committee members indicated
16 they believed this was a realistic timetable.

17
18 Mr. Shields proposed establishing a work group to work with the staff in preparing materials
19 on how excellence applies to the *Williams* lawsuit. Mr. Higuera suggested working with
20 California Department of Education and other state agencies, and he volunteered to lead
21 the group.

22
23 Mr. Shields recommended reviewing the last two CASH presentations on excellence and
24 making use of what has already been done.

25
26 Mr. Higuera thanked participants who had to leave early and invited them to attend future
27 meetings. Mr. DeMan said he knew other people at LA Unified who might be interested.

28
29 Mr. Shields suggested focusing on developing five or six white papers based on the
30 excellence goals.

31
32 Mr. Osborn observed that the first excellence goal, architectural excellence, embraces and
33 implies other issues like sustainability and cost-effectiveness. Mr. Shields noted DGS has
34 13 or 14 groups that had been looking at various aspects of excellence.

35
36 Participants talked about the goal of incorporating art in public school projects. Ms.
37 Littmann commented that local values influence which aspects of excellence will appeal to
38 different districts. Ms. Koplin suggested coming up with a list of items reflecting what
39 excellence means to DSA, highlighting key items and priorities, and then creating a
40 database for helping school districts achieve their local goals.

41
42 Mr. Shields noted student comfort should be a consideration in terms of how school
43 environments affect performance.

44
45 Participants talked about "legacy" buildings, or buildings that project a certain identity or
46 character for their communities.

47
48 Mr. Shields proposed reviewing the excellence goals and determine which ones should be
49 fleshed out first. Ms. Koplin noted the committee originally wanted to create some kind of
50 flow chart to help users navigate through the process and identify the decisions that need
51 to be made at each step. She said the ultimate goal was to produce a color-coded chart
52 guiding people through the process in a streamlined fashion. Ms. Koplin added that the

1 committee lacked the resources to pursue this, but she expressed her opinion that having
2 such a planning tool would be very beneficial for users.

3
4 Mr. Vester expressed his opinion that providing information and assistance to customers
5 helps prevent future problems.

6
7 Mr. Shields drew attention to the “DSA Role” document, and noted the six goals identified
8 there. Participants agreed to fill out the questionnaire.

9
10 Mr. Vester noted the purpose of the “EIPB Guide” is to show what the state is doing for its
11 public buildings.

12
13 Ms. Littmann recommended that DSA advise its clients regarding a minimum standard of
14 excellence and outline a process for them to develop their own requirements. She noted
15 the state does not fund excellence programs, so districts will choose goals based on their
16 own values and resources. For example, she said, some districts might be interested in
17 cost-effective sustainable design. Ms. Littmann advocated providing clients with sufficient
18 information to make sound decisions through each step of the planning and building
19 process.

20
21 Mr. Shields suggested emphasizing two key principles with school districts: responsible
22 use of public funds and impacts of the built environment.

23
24 Mr. Higuera noted value is an important concept; he observed that clients need to know
25 they are receiving something worthwhile in exchange for the funds they spend. Mr. Shields
26 pointed out that people need to look at the long-term value and operating costs over time
27 as part of that equation.

28
29 Ms. Littmann recommended focusing on safety and security, universal design, and the
30 school as a community partner.

31
32 Mr. Vester suggested using terminology like “socially and environmentally responsible”
33 rather than “sustainable.”

34
35 At 12:25 p.m., the committee recessed for lunch. Mr. Higuera reconvened the meeting at
36 1:15 p.m.

37
38 As a way of introducing the topic of architectural excellence, Mr. Osborn offered to draft a
39 five-page white paper on the need to plan.

40
41 Mr. Higuera emphasized the importance of making the “Excellence in School Buildings”
42 information uniform and consistent in terms of quality and quantity. Rather than having the
43 committee try to manage the document, he suggested that DSA hire a consultant to work
44 with the section editors to ensure that the delivered product is consistent. Mr. Shields said
45 he thought DSA had already decided at some point to hire a consultant as proposed.
46 Committee members recommended approaching Mr. Conrad about moving this project
47 forward.

48
49 Ms. Aguayo said she envisioned a process of individuals writing articles, which would go to
50 the DSA staff for approval, and then go to a professional editor for finalization.

51
52 Mr. DeMan noted his division at LAUSD is responsible for working with state agencies, so

1 staff people are familiar with site selection, CDE application forms, and plan approvals. He
2 offered the services of his staff in writing papers on repairs, facility problems, and other
3 topics. Ms. Koplin drew attention to the topics under the "Site Selection" part of the outline,
4 and noted "DTSC Reports," highlighted as a high-priority item, is a topic on which LAUSD's
5 experience and expertise would be very valuable.

6
7 Mr. DeMan volunteered to write a paper for school districts on dealing with state agencies.
8 Participants recommended getting a letter from the State Architect to the State
9 Superintendent of Schools requesting this assistance. Mr. DeMan offered to provide the
10 flow chart and other materials developed by LAUSD. He said he would follow up with Ms.
11 Koplin after the meeting. Ms. Koplin expressed her appreciation for the help.

12
13 Referring to the section of the outline entitled "New Directions in Education," Ms. Koplin
14 said the intent was to work with CSBA and other organizations that deal with teaching
15 methodologies and the neurology of learning. She recommended linking to some of the
16 latest studies in those areas.

17
18 Mr. Higuera observed that there are some architectural firms that specialize in this topic
19 and he recommended contacting them for assistance. Participants discussed specific
20 people who might be able to help. Ms. Koplin asked Mr. DeMan to submit names of other
21 people at LAUSD who might welcome an invitation to participate.

22
23 Mr. Vester offered to provide Mr. Osborn and Mr. DeMan and annotated bibliography of
24 resource material and copies of what DSA has done so far. He asked the people drafting
25 white papers to send them to him for distribution.

26
27 Participants discussed the need to get the DSA Advisory Board's endorsement of the
28 committee's plans. Ms. Koplin said she would provide Mr. Conrad with copies of the
29 preface, introduction, outline, and preliminary flow chart. She suggested enlisting DSA's
30 help in finding volunteers to write the materials for the various topics.

31
32 Ms. Koplin noted that if enough people respond to the DSA Web site, it might be possible to
33 sponsor a specific event or workshop at the CASH conference. She urged the staff to try to
34 get the job done within two months, if possible. She also recommended that DSA consider
35 outsourcing the work.

36
37 Mr. Vester suggested posting brief news items on the home page to advise visitors that
38 new content is being planned.

39
40 Mr. Higuera asked participants to return the "DSA Role" questionnaire to the staff as soon
41 as possible. Mr. Osborn stated he felt overwhelmed by some of the questions. Ms. Koplin
42 said that if respondents can at least indicate their top five concerns, the program can be
43 designed to target those needs first.

44
45 Mr. Higuera observed that the fourth section of the outline, "Time to Plan," contains a
46 number of items that seem out of place in the planning stage. Ms. Koplin noted those items
47 were moved from other sections and placed there.

48
49 Mr. Shields recommended selecting specific areas that add excellence to the project. Ms.
50 Koplin explained that the outline reflects the perspective of a school board member client.
51 For example, she said, it might be helpful to provide a general explanation of the Field Act,
52 but school board members do not need to know specific building code provisions.

Mr. Higuera suggested thinking in terms of what elements are critical to excellence and what are more peripheral. Ms. Koplin expressed her opinion that planning in general involves excellence.

Mr. Vester observed that the document seems to be aimed at two goals, partnering with people who lack knowledge about building schools, and then, through excellence, improving the buildings that are constructed.

Participants talked about changing the title of the "Know the Codes" section. Mr. Higuera suggested using terms like "indoor air quality" rather than "mechanical," for example and Mr. Shields agreed. He recommended showing how excellence can be applied with specific code provisions.

Mr. Higuera proposed looking at the outline and identify the specific elements that are critical to establishing a definition of excellence. He noted the document should not be aimed at people lacking familiarity in school projects. He said the purpose is to inform people who need to know because they are developing key policies. Mr. Higuera expressed concern that including too much in the outline could dilute its impact and advocated starting with the most critical topics.

Participants commented that student health and comfort were important elements in defining excellence.

Mr. Vester paraphrased excellence by identifying five key principles: 1) create buildings to be proud of; 2) measure success of the building by the success of occupants; 3) lower operating costs over longer operational life; 4) social and environmental responsibility; and 5) an evidence-based process. Participants said they liked these descriptions and discussed and expanded upon the issues within each category. They discussed how to incorporate the concepts of legacy buildings, impacts on communities, conduciveness to learning, and cost-effectiveness.

Mr. Higuera proposed creating a grid showing how the outline topics relate to the five key principles. There was extensive discussion on how to categorize and organize the elements.

Discussion of Results/Good of the Meeting

Ms. Koplin summarized the results of the committee's discussion. She noted the group identified the following principles of excellence:

A) Time to Plan, with a master planning subcategory;

B) Student Success, with subcategories of: 1) buildings conducive to learning; 2) healthy and comfortable environment; and 3) universal design;

C) Legacy Buildings, including 1) creating buildings to be proud of, and 2) supporting community;

D) Cost Efficiency, with a subcategory of lower operating costs over time;

E) Lessons learned, with "evidence-based process" as a bulleted item.

1
2 Ms. Koplin asked Mr. Vester to put these principles in writing and send them to participants.
3 Mr. Higuera recommended copying all committee members and everyone who attended
4 the last two meetings.

5
6 Ms. Aguayo observed that the next step will be to go through the outline and categorize
7 those topics under the major principles.

8 9 **Meeting Summary/Next Steps**

10
11 Mr. Higuera noted the committee began by summarizing the discussion from the last
12 meeting and then discussed approaches to developing content for the resource guide. He
13 said the committee decided to define excellence through a series of five principles, with
14 focusing on directing the message to people in policy-making positions, such as school
15 board members and superintendents. The resource guide is envisioned as a compilation of
16 resource information to inform users about the value of excellence in school buildings and
17 encourage them to incorporate excellence.

18
19 Ms. Koplin commented that the group also discussed getting help from school districts and
20 reaching the larger community through a Web-based approach. She noted that once the
21 format is defined and posted, DSA will access the larger school community as an audience.

22
23 Mr. Higuera said the committee plans to correlate the items in the outline from the revised
24 draft Excellence in School Buildings Table of Contents (dated 11/4/04) with the five
25 overarching principles, and then identify the most important topics. In terms of content
26 development, the committee recommends recruiting specific individuals to help draft papers
27 and recommends that DSA hire a consultant to bring the materials together.

28
29 Ms. Aguayo said the staff will contact people at OPSC for their assistance in preparing
30 materials dealing with the *Williams* case in preparation for the CASH conference in
31 February. Mr. Higuera suggested using the Excellence principles as a framework for
32 developing the *Williams* case presentation.

33
34 Ms. Aguayo said other task assignments will be to work with Ms. Koplin to draft a form
35 letter to school districts soliciting their assistance and support; mocking up a Web page and
36 finding out what an update would entail; putting the principles of excellence in writing;
37 providing a list of people who have attended committee meetings; and investigating DSA's
38 resources for putting the project together.

39
40 Mr. Vester noted he had promised to provide Mr. Osborn and Mr. DeMan with some
41 existing DSA materials.

42
43 Committee members talked about the possibility of DSA providing workshops for school
44 districts at some point in the future.

45
46 Ms. Koplin proposed setting December, 2005 as a target date for completing the project.
47 She suggested contacting Mr. Kerry Clegg for CSBA's input. She also recommended that
48 committee members attend this year's CSBA conference if they can. Ms. Koplin asked the
49 staff to find out the cost of the conference.

50
51 Ms. Koplin said another conference in which DSA could participate would be the CASBO
52 conference, usually held in March.

1
2
3
4
5
6
7
8
9

New Business

There were no items of new business brought to the committee's attention.

Adjournment

Mr. Higuera thanked everyone for their participation. There being no further business, the Excellence in Public Buildings Committee meeting was adjourned at 2:00 p.m.